



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 8

Test Date: March 2009  
Code: 11721878  
SAU: Sabattus School Department  
School: Sabattus Central School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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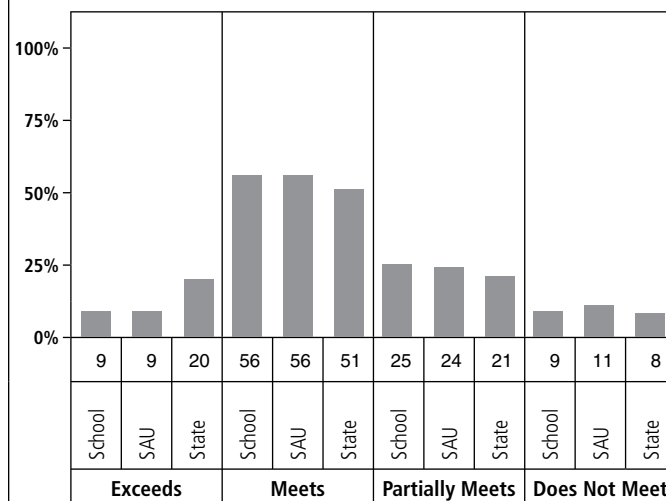
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 8  
SAU: Sabattus School Department  
School: Sabattus Central School

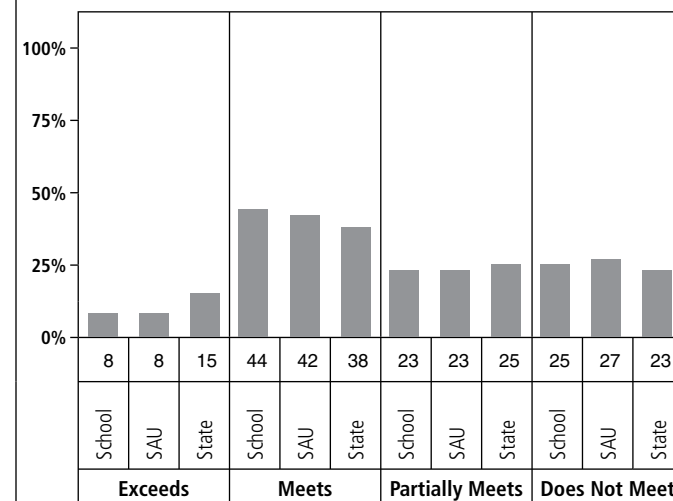
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	844	843	847
2007–2008	848	846	849
<b>2008–2009</b>	<b>847</b>	<b>846</b>	<b>850</b>
Cum. Avg.*	846	845	849
<b>Mathematics</b>			
2006–2007	839	839	842
2007–2008	840	839	841
<b>2008–2009</b>	<b>841</b>	<b>840</b>	<b>843</b>
Cum. Avg.*	840	839	842
<b>Science</b>			
<b>2008–2009 **</b>	<b>844</b>	<b>843</b>	<b>846</b>

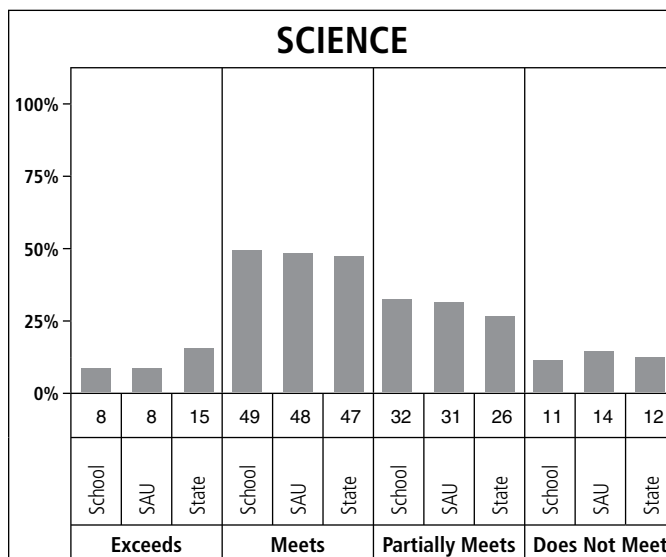
### ELA – READING



### MATHEMATICS



### SCIENCE



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

\*\* Because science standards were reset in May 2009, no historical data are available

# SUMMARY OF STUDENT PARTICIPATION

Test Date:	March 2009
Grade:	8
SAU:	Sabattus School Department
School:	Sabattus Central School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	65	100	67	100	14804	100	64	98	66	99	14659	99	64	98	66	99	14653	99	63	97	65	97	14626	99
<b>Ethnicity</b> African American/Black	0	0	0	0	377	3	0	0	0	0	366	97	0	0	0	0	371	98	0	0	0	0	367	97
American Indian or Native Alaskan	1	2	1	1	119	1	1	100	1	100	117	99	1	100	1	100	115	97	1	100	1	100	116	98
Asian or Pacific Islander	0	0	0	0	238	2	0	0	0	0	232	97	0	0	0	0	234	98	0	0	0	0	234	98
Hispanic	0	0	0	0	192	1	0	0	0	0	188	98	0	0	0	0	191	100	0	0	0	0	190	99
Caucasian/White	64	98	66	99	13878	94	63	98	65	98	13756	99	63	98	65	98	13742	99	62	97	64	97	13719	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Identified disability</b>	8	12	10	15	2489	17	7	88	9	90	2434	99	7	88	9	90	2424	98	7	88	9	90	2418	98
<b>Current LEP</b>	0	0	0	0	349	2	0	0	0	0	331	95	0	0	0	0	342	98	0	0	0	0	338	97
<b>Economically disadvantaged</b>	23	35	23	34	5460	37	23	100	23	100	5380	99	23	100	23	100	5377	99	23	100	23	100	5359	98
<b>Migrant</b>	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100	0	0	0	0	6	100

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	58	89	58	87	12132	82	58	89	58	87	12124	82	57	88	57	85	12169	82
Identified disability (PET/IEP)	2	3	2	3	379	3	2	3	2	3	380	3	2	4	2	4	425	3
LEP	0	0	0	0	166	1	0	0	0	0	169	1	0	0	0	0	168	1
504 plan	0	0	0	0	200	2	0	0	0	0	200	2	0	0	0	0	202	2
<b>Participation with accommodations</b>	6	9	8	12	2349	16	6	9	8	12	2347	16	6	9	8	12	2288	15
Identified disability (PET/IEP)	5	83	7	88	1877	80	5	83	7	88	1862	79	5	83	7	88	1824	80
LEP	0	0	0	0	158	7	0	0	0	0	167	7	0	0	0	0	165	7
504 plan	0	0	0	0	70	3	0	0	0	0	70	3	0	0	0	0	66	3
Other	1	17	1	13	292	12	1	17	1	13	297	13	1	17	1	13	280	12
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	178	1	0	0	0	0	182	1	0	0	0	0	169	1
Identified disability (PET/IEP)	0	0	0	0	178	100	0	0	0	0	182	100	0	0	0	0	169	100
LEP	0	0	0	0	7	4	0	0	0	0	6	3	0	0	0	0	5	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	32	0	0	0	0	0	34	0	0	0	0	0	38	0
<b>Non-participation – other</b>	1	2	1	1	113	1	1	2	1	1	117	1	2	3	2	3	140	1

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date:	March 2009
Grade:	8
SAU:	Sabattus School Department
School:	Sabattus Central School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 862–880)	2006-2007	7	11	7	11	2407	16
	2007-2008	6	11	6	11	3428	23
	<b>2008-2009</b>	<b>6</b>	<b>9</b>	<b>6</b>	<b>9</b>	<b>2857</b>	<b>20</b>
	Cum. Total*	19	10	19	10	8692	19
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 842–860)	2006-2007	27	42	27	42	7494	49
	2007-2008	28	53	28	51	7179	48
	<b>2008-2009</b>	<b>36</b>	<b>56</b>	<b>37</b>	<b>56</b>	<b>7431</b>	<b>51</b>
	Cum. Total*	91	50	92	49	22104	49
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 830–840)	2006-2007	21	32	19	29	3628	24
	2007-2008	14	26	13	24	2706	18
	<b>2008-2009</b>	<b>16</b>	<b>25</b>	<b>16</b>	<b>24</b>	<b>2979</b>	<b>21</b>
	Cum. Total*	51	28	48	26	9313	21
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 800–828)	2006-2007	10	15	12	18	1810	12
	2007-2008	5	9	8	15	1611	11
	<b>2008-2009</b>	<b>6</b>	<b>9</b>	<b>7</b>	<b>11</b>	<b>1214</b>	<b>8</b>
	Cum. Total*	21	12	27	15	4635	10

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	33.7	60.2	33.3	59.5	35.5	63.4
A1/A2 Interconnected Elements/Literary Text	20	36	11.8	59.0	11.7	58.5	12.3	61.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	21.9	60.8	21.7	60.3	23.2	64.4

The MEA measures student achievement of the interconnected elements of the reading process based on questions related to literary and informational/persuasive reading passages. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 8  
 SAU: Sabattus School Department  
 School: Sabattus Central School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	64	6	9	36	56	16	25	6	9	847	66	9	56	24	11	846	14481	20	51	21	8	850
Ethnicity																						
African American/Black	0										0						362	8	43	29	20	843
American Indian or Native Alaskan	1										1						116	10	46	26	18	843
Asian or Pacific Islander	0										0						231	28	43	19	10	851
Hispanic	0										0						186	17	48	23	12	847
Caucasian/White	63	6	10	36	57	15	24	6	10	847	65	9	57	23	11	846	13586	20	52	20	8	850
Not Reported	0										0						0					
Identified disability																						
Yes	7	0	0	1	14	4	57	2	29	832	9	0	22	44	33	831	2256	2	25	40	34	834
No	57	6	11	35	61	12	21	4	7	848	57	11	61	21	7	848	12225	23	56	17	4	853
Current LEP																						
Yes	0										0						324	5	34	36	26	838
No	64	6	9	36	56	16	25	6	9	847	66	9	56	24	11	846	14157	20	52	20	8	850
Economically disadvantaged																						
Yes	23	0	0	12	52	8	35	3	13	842	23	0	52	35	13	842	5277	10	46	29	15	844
No	41	6	15	24	59	8	20	3	7	849	43	14	58	19	9	848	9204	26	54	16	5	853
Migrant																						
Yes	0										0						5	0	40	60	0	841
No	64	6	9	36	56	16	25	6	9	847	66	9	56	24	11	846	14476	20	51	21	8	850
Gender																						
Female	35	4	11	19	54	10	29	2	6	848	35	11	54	29	6	848	7074	25	51	18	6	852
Male	29	2	7	17	59	6	21	4	14	845	31	6	58	19	16	844	7407	14	51	23	11	847
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						857	9	43	35	14	843
No	64	6	9	36	56	16	25	6	9	847	66	9	56	24	11	846	13624	20	52	20	8	850
Gifted/talented program																						
Yes	6	2	33	4	67	0	0	0	0	861	6	33	67	0	0	861	700	69	30	1	0	867
No	58	4	7	32	55	16	28	6	10	845	60	7	55	27	12	845	13781	17	52	22	9	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 8

SAU: Sabattus School Department

School: Sabattus Central School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	10	0	0	4	67	1	17	1	17	846	11	0	71	14	14	845	8	8	39	29	24	841
B. less than one hour	44	1	4	15	56	10	37	1	4	846	44	4	54	36	7	845	51	17	53	22	8	849
C. one to two hours	35	1	5	14	64	4	18	3	14	845	34	5	64	18	14	845	36	24	52	18	5	852
D. more than two hours	11	3	43	2	29	1	14	1	14	850	11	43	29	14	14	850	5	29	45	18	9	852
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	14	0	0	6	67	1	11	2	22	846	17	0	64	9	27	843	31	35	50	11	4	856
B. good	56	5	14	15	43	12	34	3	9	847	54	14	43	34	9	847	47	16	55	21	7	849
C. fair	27	1	6	12	71	3	18	1	6	846	26	6	71	18	6	846	18	5	47	33	15	842
D. poor	3	0	0	2	100	0	0	0	0	849	3	0	100	0	0	849	3	2	39	37	22	839
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	30	1	5	11	58	6	32	1	5	847	29	5	58	32	5	847	32	27	54	14	5	853
B. They match some of what I have learned.	43	2	7	15	56	7	26	3	11	844	42	7	56	26	11	844	52	18	53	22	8	850
C. They match just a little of what I have learned.	25	3	19	8	50	3	19	2	13	849	26	18	47	18	18	847	12	11	45	29	15	844
D. There is no match.	2	0	0	1	100	0	0	0	0	858	3	0	100	0	0	850	4	6	34	33	26	838
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	15	0	0	6	67	2	22	1	11	845	16	0	60	20	20	842	15	13	42	28	17	844
B. about the same as my regular schoolwork	70	5	12	22	51	11	26	5	12	846	68	12	51	26	12	846	64	19	53	20	7	850
C. easier than my regular schoolwork	15	1	11	5	56	3	33	0	0	848	16	10	60	30	0	848	22	25	52	16	6	852
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	11	0	0	6	86	0	0	1	14	844	11	0	86	0	14	844	8	6	34	34	26	838
B. Most of the passages were about the same as what I normally read.	52	2	6	15	47	11	34	4	13	843	51	6	47	34	13	843	52	14	54	24	8	848
C. Most of the passages were easier than what I normally read.	37	3	13	14	61	5	22	1	4	851	38	13	63	21	4	850	40	30	53	13	4	855
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	37	2	9	9	39	10	43	2	9	844	37	8	38	42	13	842	39	19	50	22	9	849
B. I tried about the same as I do on my regular schoolwork.	56	4	11	22	63	6	17	3	9	848	55	11	64	17	8	848	54	21	53	19	7	851
C. I did not try as hard on this test as I do on my regular schoolwork.	8	0	0	4	80	0	0	1	20	846	8	0	80	0	20	846	7	12	46	27	15	845
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	16	1	10	9	90	0	0	0	0	855	15	10	90	0	0	855	19	26	53	15	6	853
B. 20 minutes to an hour	16	2	20	4	40	4	40	0	0	851	15	20	40	40	0	851	40	25	52	17	6	852
C. less than 20 minutes	17	2	18	6	55	1	9	2	18	847	17	18	55	9	18	847	15	18	51	21	10	849
D. I rarely read at home.	51	1	3	16	50	11	34	4	13	842	52	3	50	32	15	841	26	7	50	30	13	844
<b>How do you feel about the following statement?</b>																						
<b>"My knowledge of reading will be useful to me as an adult."</b>																						
A. strongly agree	30	2	11	11	58	4	21	2	11	848	29	11	58	21	11	848	42	27	51	15	6	853
B. agree	62	4	10	20	51	11	28	4	10	846	63	10	51	27	12	845	50	15	53	23	9	848
C. disagree	8	0	0	4	80	1	20	0	0	847	8	0	80	20	0	847	7	8	46	32	14	843
D. strongly disagree	0										0						2	6	39	35	21	840
<b>Optional school/SAU question</b>																						
A.	0										33	0	0	0	100	814						
B.	50	0	0	1	100	0	0	0	0	848	33	0	100	0	0	848						
C.	50	0	0	0	0	1	100	0	0	834	33	0	0	100	0	834						
D.	0										0											

# MATHEMATICS RESULTS

Test Date:	March 2009
Grade:	8
SAU:	Sabattus School Department
School:	Sabattus Central School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 862–880)	2006-2007	1	2	1	2	1952	13
	2007-2008	2	4	2	4	1657	11
	<b>2008-2009</b>	<b>5</b>	<b>8</b>	<b>5</b>	<b>8</b>	<b>2116</b>	<b>15</b>
	Cum. Total*	8	4	8	4	5725	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 842–860)	2006-2007	32	49	32	49	5870	38
	2007-2008	28	53	28	51	5956	40
	<b>2008-2009</b>	<b>28</b>	<b>44</b>	<b>28</b>	<b>42</b>	<b>5443</b>	<b>38</b>
	Cum. Total*	88	48	88	47	17269	39
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 830–840)	2006-2007	14	22	13	20	3982	26
	2007-2008	12	23	11	20	3729	25
	<b>2008-2009</b>	<b>15</b>	<b>23</b>	<b>15</b>	<b>23</b>	<b>3556</b>	<b>25</b>
	Cum. Total*	41	23	39	21	11267	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 800–828)	2006-2007	18	28	19	29	3534	23
	2007-2008	11	21	14	25	3579	24
	<b>2008-2009</b>	<b>16</b>	<b>25</b>	<b>18</b>	<b>27</b>	<b>3356</b>	<b>23</b>
	Cum. Total*	45	25	51	27	10469	23

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>56</b>	<b>100</b>	27.6	49.3	27.2	48.6	28.6	51.1
<b>A. Number</b>	<b>8</b>	<b>14</b>	3.9	48.8	3.8	47.5	3.7	46.3
<b>B. Data</b>	<b>16</b>	<b>29</b>	8.9	55.6	8.8	55.0	8.9	55.6
<b>C. Geometry</b>	<b>12</b>	<b>21</b>	4.2	35.0	4.2	35.0	5.0	41.7
<b>D. Algebra</b>	<b>20</b>	<b>36</b>	10.7	53.5	10.5	52.5	10.9	54.5

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 8  
 SAU: Sabattus School Department  
 School: Sabattus Central School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	64	5	8	28	44	15	23	16	25	841	66	8	42	23	27	840	14471	15	38	25	23	843
<b>Ethnicity</b>																						
African American/Black	0										0						367	6	24	26	44	831
American Indian or Native Alaskan	1										1						114	5	31	32	32	836
Asian or Pacific Islander	0										0						233	27	33	20	21	847
Hispanic	0										0						190	8	31	26	34	836
Caucasian/White	63	5	8	28	44	15	24	15	24	841	65	8	43	23	26	841	13567	15	38	25	22	843
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	7	0	0	1	14	1	14	5	71	822	9	0	11	11	78	820	2242	2	12	22	63	824
No	57	5	9	27	47	14	25	11	19	843	57	9	47	25	19	843	12229	17	42	25	16	846
<b>Current LEP</b>																						
Yes	0										0						336	6	18	26	51	829
No	64	5	8	28	44	15	23	16	25	841	66	8	42	23	27	840	14135	15	38	25	23	843
<b>Economically disadvantaged</b>																						
Yes	23	0	0	10	43	6	26	7	30	836	23	0	43	26	30	836	5270	6	30	28	36	835
No	41	5	12	18	44	9	22	9	22	844	43	12	42	21	26	843	9201	20	42	22	16	847
<b>Migrant</b>																						
Yes	0										0						5	0	0	40	60	828
No	64	5	8	28	44	15	23	16	25	841	66	8	42	23	27	840	14466	15	38	25	23	843
<b>Gender</b>																						
Female	35	3	9	17	49	8	23	7	20	843	35	9	49	23	20	843	7070	15	39	25	22	843
Male	29	2	7	11	38	7	24	9	31	839	31	6	35	23	35	838	7401	14	36	25	25	842
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						857	5	25	33	37	835
No	64	5	8	28	44	15	23	16	25	841	66	8	42	23	27	840	13614	15	38	24	22	843
<b>Gifted/talented program</b>																						
Yes	6	2	33	4	67	0	0	0	0	860	6	33	67	0	0	860	700	68	27	3	1	866
No	58	3	5	24	41	15	26	16	28	839	60	5	40	25	30	838	13771	12	38	26	24	841

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
 Grade: 8  
 SAU: Sabattus School Department  
 School: Sabattus Central School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	10	0	0	2	33	2	33	2	33	838	11	0	29	29	43	836	8	8	24	24	44	833
B. less than one hour	44	2	7	10	37	7	26	8	30	840	44	7	36	25	32	839	51	12	38	26	23	842
C. one to two hours	35	1	5	11	50	6	27	4	18	841	34	5	50	27	18	841	36	19	40	23	19	845
D. more than two hours	11	1	14	4	57	0	0	2	29	843	11	14	57	0	29	843	5	19	36	22	23	844
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	25	2	13	9	60	2	13	2	13	849	27	12	53	12	24	845	28	33	41	15	11	852
B. good	48	1	3	15	52	6	21	7	24	841	47	3	52	21	24	841	45	11	43	25	21	842
C. fair	23	1	7	3	21	5	36	5	36	835	23	7	21	36	36	835	21	3	27	35	35	834
D. poor	3	0	0	0	0	2	100	0	0	836	3	0	0	100	0	836	5	2	14	30	54	828
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	27	3	18	7	41	3	18	4	24	845	26	18	41	18	24	845	28	23	41	21	15	848
B. They match some of what I have learned.	56	2	6	18	51	6	17	9	26	842	54	6	51	17	26	842	52	13	40	25	21	843
C. They match just a little of what I have learned.	13	0	0	1	13	5	63	2	25	832	14	0	11	56	33	832	16	8	28	30	34	836
D. There is no match.	5	0	0	1	33	1	33	1	33	829	6	0	25	25	50	822	4	5	15	22	58	826
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	25	1	6	8	50	4	25	3	19	842	25	6	50	25	19	842	32	6	34	29	32	837
B. about the same as my regular schoolwork	54	3	9	13	38	7	21	11	32	840	52	9	38	21	32	840	52	13	41	25	20	843
C. easier than my regular schoolwork	21	1	8	6	46	4	31	2	15	844	23	7	40	27	27	840	16	39	35	13	13	853
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	41	2	8	9	35	6	23	9	35	839	42	7	33	22	37	837	42	12	38	26	25	841
B. I tried about the same as I do on my regular schoolwork.	51	3	9	17	53	7	22	5	16	844	51	9	52	21	18	844	52	17	39	23	20	845
C. I did not try as hard on this test as I do on my regular schoolwork.	8	0	0	1	20	2	40	2	40	831	8	0	20	40	40	831	7	12	27	27	35	837
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	19	0	0	9	75	0	0	3	25	843	18	0	75	0	25	843	34	18	40	22	20	845
B. two or three days a week	52	2	6	12	36	11	33	8	24	840	51	6	36	33	24	840	35	14	38	26	21	843
C. two or three times each month	14	1	11	2	22	4	44	2	22	840	14	11	22	44	22	840	18	12	37	27	24	841
D. never or almost never	14	2	22	4	44	0	0	3	33	844	17	18	36	0	45	838	13	9	32	25	34	837
<b>How often do you use laptops in mathematics class?</b>																						
A. almost every day	70	1	2	17	39	14	32	12	27	838	68	2	39	32	27	838	9	13	38	23	26	841
B. two or three days a week	6	0	0	1	25	1	25	2	50	826	6	0	25	25	50	826	17	11	37	26	26	841
C. two or three times each month	8	1	20	3	60	0	0	1	20	850	8	20	60	0	20	850	28	15	40	25	20	844
D. never or almost never	16	3	30	6	60	0	0	1	10	855	18	25	50	0	25	848	46	16	36	24	23	843
<b>How do you feel about the following statement?</b> "My knowledge of mathematics will be useful to me as an adult."																						
A. strongly agree	46	2	7	11	38	7	24	9	31	840	46	7	37	23	33	839	52	19	41	22	18	846
B. agree	37	2	9	12	52	5	22	4	17	844	37	8	50	21	21	844	39	11	35	27	27	840
C. disagree	13	0	0	2	25	3	38	3	38	830	12	0	25	38	38	830	6	7	28	26	39	835
D. strongly disagree	5	1	33	2	67	0	0	0	0	857	5	33	67	0	0	857	3	4	25	28	43	832
<b>Optional school/SAU question</b>																						
A.	0										33	0	0	0	100	800						
B.	50	0	0	0	0	1	100	0	0	838	33	0	0	100	0	838						
C.	50	0	0	0	0	0	0	1	100	816	33	0	0	0	100	816						
D.	0										0											

# SCIENCE RESULTS

Test Date: March 2009  
Grade: 8  
SAU: Sabattus School Department  
School: Sabattus Central School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 862–880)	2008-2009*	5	8	5	8	2155	15
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 842–860)	2008-2009*	31	49	31	48	6687	47
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 828–840)	2008-2009*	20	32	20	31	3672	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 800–826)	2008-2009*	7	11	9	14	1749	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Science Total Points</b>	56	100	30.6	54.6	30.1	53.8	32.0	57.1
<b>D. The Physical Setting</b>	31	55	17.3	55.8	17.0	54.8	17.1	55.2
<b>D1/D2 Earth/Space</b>	17	30	9.9	58.2	9.7	57.1	9.4	55.3
<b>D3/D4 Matter and Energy/Force and Motion</b>	14	25	7.4	52.9	7.3	52.1	7.7	55.0
<b>E. The Living Environment</b>	25	45	13.4	53.6	13.1	52.4	14.9	59.6

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting  
D1 - Universe and Solar System  
D2 - Earth  
D3 - Matter and Energy  
D4 - Force and Motion

Content Standard E. The Living Environment  
E1 - Biodiversity  
E2 - Ecosystems  
E3 - Cells  
E4 - Heredity and Reproduction  
E5 - Evolution

# SCIENCE RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 8  
 SAU: Sabattus School Department  
 School: Sabattus Central School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	63	5	8	31	49	20	32	7	11	844	65	8	48	31	14	843	14263	15	47	26	12	846
<b>Ethnicity</b>																						
African American/Black	0										0						360	4	31	35	30	835
American Indian or Native Alaskan	1										1						114	8	39	31	22	839
Asian or Pacific Islander	0										0						230	20	44	23	13	848
Hispanic	0										0						184	9	45	29	16	842
Caucasian/White	62	5	8	31	50	20	32	6	10	844	64	8	48	31	13	843	13375	15	47	25	12	846
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	7	0	0	0	0	4	57	3	43	825	9	0	0	44	56	822	2221	3	22	36	38	832
No	56	5	9	31	55	16	29	4	7	846	56	9	55	29	7	846	12042	17	51	24	7	848
<b>Current LEP</b>																						
Yes	0										0						331	4	20	39	37	832
No	63	5	8	31	49	20	32	7	11	844	65	8	48	31	14	843	13932	15	48	25	12	846
<b>Economically disadvantaged</b>																						
Yes	23	0	0	11	48	7	30	5	22	838	23	0	48	30	22	838	5184	6	40	33	21	840
No	40	5	13	20	50	13	33	2	5	847	42	12	48	31	10	845	9079	20	51	21	8	849
<b>Migrant</b>																						
Yes	0										0						5	0	0	80	20	829
No	63	5	8	31	49	20	32	7	11	844	65	8	48	31	14	843	14258	15	47	26	12	846
<b>Gender</b>																						
Female	34	4	12	13	38	14	41	3	9	843	34	12	38	41	9	843	6953	14	47	28	11	846
Male	29	1	3	18	62	6	21	4	14	845	31	3	58	19	19	843	7310	16	46	24	13	846
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						828	5	35	40	20	839
No	63	5	8	31	49	20	32	7	11	844	65	8	48	31	14	843	13435	16	48	25	12	846
<b>Gifted/talented program</b>																						
Yes	5	2	40	3	60	0	0	0	0	863	5	40	60	0	0	863	699	65	34	2	0	865
No	58	3	5	28	48	20	34	7	12	842	60	5	47	33	15	841	13564	13	48	27	13	845

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
 Grade: 8  
 SAU: Sabattus School Department  
 School: Sabattus Central School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	10	0	0	3	50	2	33	1	17	840	11	0	43	29	29	838	8	8	34	28	30	837
B. less than one hour	44	1	4	15	56	9	33	2	7	844	44	4	54	32	11	842	51	14	48	27	11	846
C. one to two hours	35	2	9	10	45	7	32	3	14	843	34	9	45	32	14	843	36	19	48	24	9	848
D. more than two hours	11	1	14	3	43	2	29	1	14	844	11	14	43	29	14	844	5	17	49	20	14	847
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	13	1	13	5	63	1	13	1	13	846	12	13	63	13	13	846	23	27	47	17	8	851
B. good	59	3	8	20	54	10	27	4	11	845	60	8	51	26	15	844	53	15	50	26	10	847
C. fair	24	1	7	5	33	7	47	2	13	838	23	7	33	47	13	838	20	4	43	35	18	840
D. poor	5	0	0	1	33	2	67	0	0	843	5	0	33	67	0	843	4	4	27	34	35	834
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	37	3	13	12	52	7	30	1	4	848	35	13	52	30	4	848	26	20	49	23	9	849
B. They match some of what I have learned.	46	2	7	14	48	9	31	4	14	842	45	7	48	31	14	842	51	14	48	26	11	846
C. They match just a little of what I have learned.	16	0	0	4	40	4	40	2	20	836	15	0	40	40	20	836	18	13	44	28	15	844
D. There is no match.	2	0	0	1	100	0	0	0	0	852	5	0	33	0	67	826	4	5	33	30	32	836
<b>How difficult was the science part of this test?</b>																						
A. more difficult than my regular schoolwork	22	1	7	6	43	6	43	1	7	843	23	7	40	40	13	840	32	13	45	28	14	844
B. about the same as my regular schoolwork	70	4	9	21	48	13	30	6	14	843	69	9	47	29	16	843	56	15	49	25	11	847
C. easier than my regular schoolwork	8	0	0	4	80	1	20	0	0	848	8	0	80	20	0	848	11	21	43	22	13	847
<b>How hard did you try on the science part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	37	0	0	11	50	8	36	3	14	841	37	0	48	35	17	839	39	14	47	27	12	845
B. I tried about the same as I do on my regular schoolwork.	57	5	15	17	50	8	24	4	12	845	56	14	49	23	14	844	55	17	48	25	10	847
C. I did not try as hard on this test as I do on my regular schoolwork.	7	0	0	2	50	2	50	0	0	849	6	0	50	50	0	849	6	8	36	29	26	839
<b>Which courses do you plan to take before you graduate from high school?</b>																						
A. earth and space science and/or biology	33	1	5	8	40	8	40	3	15	842	33	5	40	40	15	842	26	9	48	29	14	844
B. the course(s) described in A, plus chemistry	22	1	8	10	77	1	8	1	8	850	21	8	77	8	8	850	23	17	49	22	12	847
C. the course(s) described in B, plus physics	8	1	20	3	60	0	0	1	20	844	8	20	60	0	20	844	21	31	44	17	7	852
D. a life science and physical science class	37	1	5	10	45	9	41	2	9	841	38	4	43	39	13	839	30	7	46	32	14	842
<b>How well does the following statement reflect your future goals? "I am interested in a career related to science, technology, engineering, or mathematics."</b>																						
A. strongly agree	25	2	13	8	50	3	19	3	19	844	26	12	47	18	24	841	27	23	47	20	10	849
B. agree	37	0	0	14	61	7	30	2	9	844	37	0	58	29	13	844	37	14	47	27	12	846
C. disagree	30	2	11	6	32	9	47	2	11	841	29	11	32	47	11	841	25	11	48	29	12	845
D. strongly disagree	8	1	20	3	60	1	20	0	0	851	8	20	60	20	0	851	11	9	44	31	17	842
<b>How do you feel about the following statement? "My knowledge of science will be useful to me as an adult."</b>																						
A. strongly agree	24	2	13	5	33	6	40	2	13	843	25	13	31	38	19	840	31	22	46	22	10	849
B. agree	49	1	3	19	61	9	29	2	6	845	49	3	59	28	9	845	50	14	49	26	11	846
C. disagree	22	1	7	6	43	4	29	3	21	839	22	7	43	29	21	839	14	9	45	31	15	843
D. strongly disagree	5	1	33	1	33	1	33	0	0	852	5	33	33	33	0	852	5	3	38	34	25	837
<b>Optional school/SAU question</b>																						
A.	0										33	0	0	0	100	800						
B.	50	0	0	1	100	0	0	0	0	856	33	0	100	0	0	856						
C.	50	0	0	0	0	0	0	1	100	816	33	0	0	0	100	816						
D.	0										0											

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards  
 N = Number